



This quilt panel, titled 'The Battle of Tewkesbury', is a large, rectangular piece of fabric art. It is composed of numerous smaller squares and rectangles, each depicting a different scene from the battle. The scenes include Richard III praying, the battle itself, and the death of Richard III. The quilt is made of various fabrics, including cotton, silk, and wool, and is decorated with a variety of colors and patterns. The overall effect is a rich, detailed representation of the battle.

INSPIRING BOSWORTH EVALUATION

EXECUTIVE SUMMARY

Inspiring Bosworth was the precursor to the development of a major sculpture trail commemorating the Battle of Bosworth. The project was funded by the Heritage Lottery Fund and helped to influence and shape the heritage interpretation of the planned sculptures and of the overall trail.

333 School children and 465 individuals participated in a series of activities designed to enable local schools and communities to investigate the archaeological and landscape heritage relating to the Battle of Bosworth and produce creative works for local display.

The evaluation considered the achievement of the programme in terms of its process, impact and economic outcomes and in relation to the social return on investment it generated. This involved a series of interviews with participants, the collection of participant feedback forms and the analysis of financial and participant volumes.

In terms of **process evaluation** the programme was well conceived and implemented it also delivered significant added value based on the insight of its organisers and the delivery approach, which was followed. This is summarised in the report in more detail as follows:

The recruitment of a lead officer with a deep immersion in the local community has provided credibility and contacts to the programme of activities. It has also brought local knowledge and insight representing the character and interests within the local community to the fore in the implementation of the programme.

A significant number of participants in the lectures and the fabric workshop referenced the role of the lead officer as a key factor in their decision to participate in the programme. More powerful still has been the sense of pride and ownership stimulated by the lead officer which encouraged a number of the volunteers and individuals such as the fabric artist to become directly involved in the evolution of the programme itself. This has involved them helping with the engagement of peers and with activities such as the planning of the exhibition.

In terms of **impact evaluation** the programme engaged 798 people, generated physical, community developed outputs and delivered a highly creditable social return on investment of **£5.40 for each £1** spent. In narrative terms the most impressive impact was in terms of materiality of place. This is set out in detail in the report and summarised as follows:

Perhaps the most exciting and potentially enduring impact of the programme, from a community perspective has been its ability to release a very significant identification with place through the lens of local history. This has been given a physical form through the artistic components of the programme, which involve making things. The process of transferring the sensory experience of place into tangible objects prefigures the development of the sculpture trail itself and in technical and artistic terms can be characterised as linked to the materiality of place as a concept.

In terms of **economic evaluation** the programme over achieved significantly in terms of its participation targets and engaged the individuals concerned at a very modest unit cost (particularly in relation to the quality of the lecture and artistic animateurs) of £51.37 per participant.

Rose Regeneration was commissioned in July 2019 to undertake a formative evaluation of Inspiring Bosworth.

Inspiring Bosworth was the precursor to the development of a major sculpture trail. The project was funded by the Heritage Lottery Fund and helped to influence and shape the heritage interpretation of the sculptures and of the overall trail.

Inspiring Bosworth focused on the material heritage relating to the Battle of Bosworth, the archaeology and related information and the landscape in which the key stages of the Battle were set.

The project provided the opportunity for young people and the local communities to engage directly with the archaeological collections found during fieldwork in the area of the Battlefield identified in the 2013 Battlefield Conservation Plan.

It encouraged heritage research and participation among those living and studying near to the locations of the Battle and Trail, learning about the events of 1485, the pivotal places of the Battle, the changed landscape and natural heritage of the main trail area.

The vision was for local schools and communities to investigate the archaeological and landscape heritage relating to the Battle of Bosworth and produce creative works for local display and to influence the interpretation of the Bosworth 1485 Sculpture Trail. This was achieved by collaborating with professional curators and heritage professionals on the objects and with professional artists to create works of art, writing and visual representations of the heritage, which were considered for inclusion in aspects of the trail.

The project created a lasting legacy of the contemporary engagement in the battle, which is a desire of the communities that the project is centred on. These communities are Stoke Golding, Dadlington, Sutton Cheney and Market Bosworth.



THE EVALUATION

The evaluation commission was to support the achievement of the following outcomes and to make a summative judgement about the extent to which they were achieved.

AIM 1: HERITAGE OUTCOMES

- The Battle of Bosworth, the various stages of the final moments of the Battle and their links with the local places which feature, will be better known, understood, interpreted and explained to local people.
- A body of creative material and a tangible record will be developed and designed by young people to inform the interpretation of the Bosworth 1485 Sculpture trail (which has a projected 50 year life span) and for local exhibitions and events.

AIM 2: OUTCOMES FOR PEOPLE

- More people of all ages will learn about the heritage of their area, its national significance and its impact on their locality, in an interactive and enjoyable way.
- Young people and community groups will have participated in heritage activities, in their classrooms, their community venues and churches.
- Positive impacts on educational attainment targets in the classrooms, thus providing evidence of heritage learning for schools, inspections and future heritage projects.
- At least 200 young people in schools and 250 in the community should be involved in the project.

AIM 3: OUTCOMES FOR COMMUNITIES

- Improved sense of identity and place through the research, discussions and fieldwork.
- Increased interest in participating in heritage projects and involvement as volunteers.

METHODOLOGY

The following methodology was agreed for the evaluation:

- Baseline Data Collection – the collection of background information to help with an assessment of the deliverables agreed with the funder
- Theory of Change Development – the development of a model describing the change to be delivered by the project
- Performance Data Collection – the collection of information about the activities and participation associated with the project
- Process Evaluation including Strategic Added Value – an assessment of the systems developed to deliver the project and the use of local knowledge and insight to shape them as effectively as possible.
- Impact Report – an identification and measurement of the outputs achieved by the project and

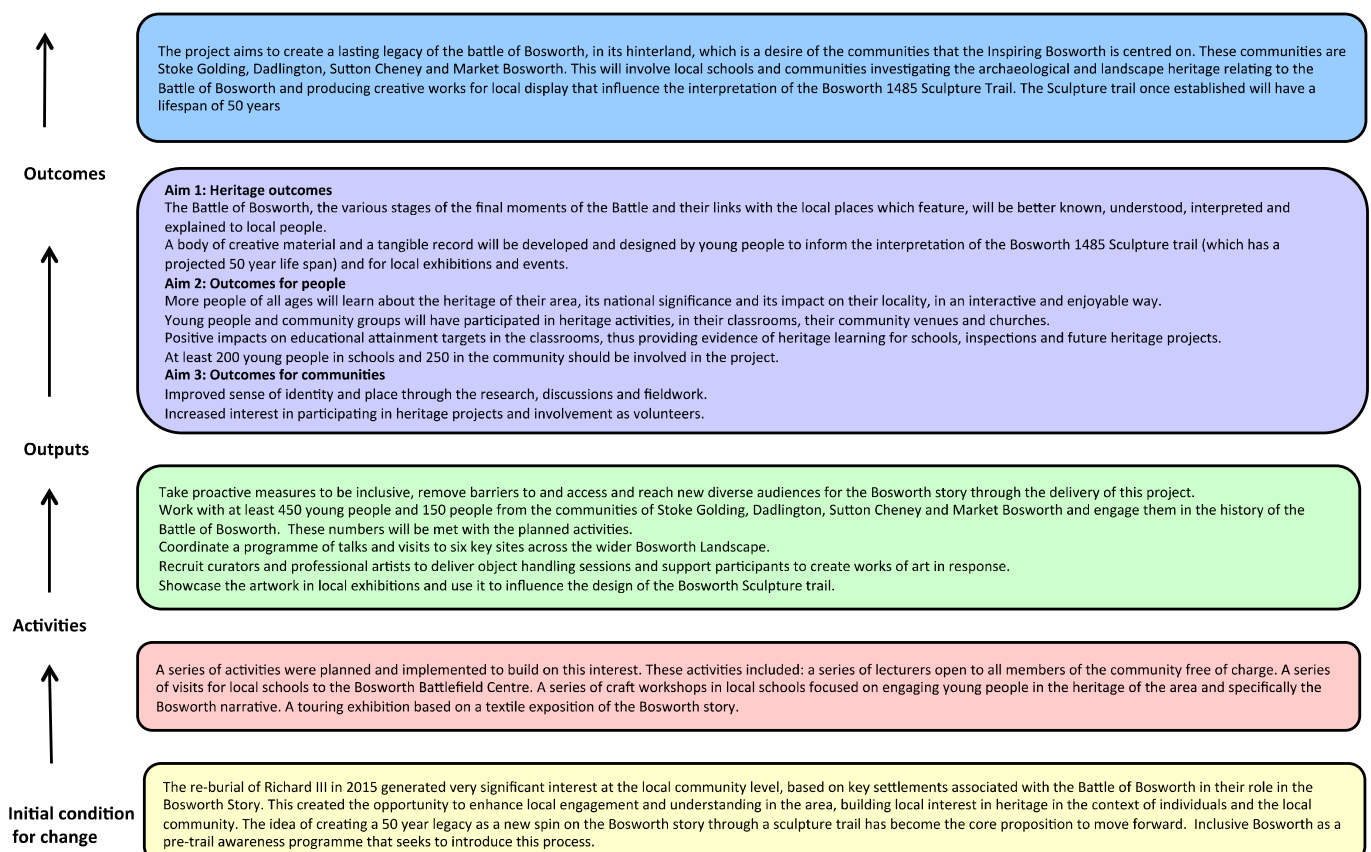


a subsequent consideration of the outcomes associated with and arising from these outputs

- Social Return on Investment Analysis – an assessment of wider social value delivered by the project
- Economic Evaluation – an assessment of the economy and efficiency of the project in terms of the speed with which it delivered the outcomes and the unit cost and value for money associated with what has been achieved. with what has been achieved.

THEORY OF CHANGE

A theory of change has been developed and is set out below:



SECTION TWO: REVIEW OF EVIDENCE COLLECTED

INTERVIEWS

A series of interviews have been held with the individuals most closely associated with the delivery of Inspiring Bosworth namely:

- Gemma Tallis (Inspiring Bosworth Lead, Leicestershire Promotions),
- Martin Peters (CEO of Leicestershire Promotions),
- Lindsay Orton (Arts Development Officer Hinckley and Bosworth Council)
- Heather Broughton (Inspiring Bosworth Steering Group).

Interviews have also been held with those responsible for delivering the public lectures:

- Dr Richard Knox – Battlefield Object Handling Session
- Professor Steven Gunn – Henry VII Lecture
- Eddie Smallwood – Richard III Lecture
- Dr Katie Bridger – Landscape Lecture
- Dr Anthony McIntosh – Places of Memory Sculpture Lecture
- Jacqui Gallon – Bosworth Embroidery

112 evaluation forms from 4 school parties visiting the Battlefield Centre have been analysed

141 evaluation forms from the 4 lectures have been analysed

We also engaged with 6 organisations active in tourism and hospitality in the area:

- Bosworth Battlefield Heritage Centre
- Station Glass (Art Gallery)
- The Dandelion Hideaway
- Swancorporate Ltd
- Pink Gin Boutique
- Bosworth Hall Hotel

Rose Regeneration also directly attended the Battlefield Object Handling Session, the Bosworth Embroidery Workshop, Battle of Bosworth Lecture, the Richard III Lecture and the Inspiring Bosworth Final Exhibition. Quotations from the Exhibition Visitor Book are set out below:

- Excellent work by the children. It's a pity there isn't a school in Sutton Cheney. Inspiration to the rest of us.
- Well done to the children and helpers. A wonderful piece of work.
- Excellent exhibition.
- Really good and interesting. Nice to see that local children were involved.
- Brilliant exhibition with community involvement. Really interesting.

An interview from the teacher's perspective was held with Terena Moreton, Head at Richard Hill Church of England Primary School, Thurcaston to generate a perspective from someone overseeing the participation of the children in the Inspiring Bosworth process.



OVERVIEW OF STAKEHOLDER INTERVIEW OUTCOMES

Factors driving visits to Bosworth as a battlefield site – there is already a well-established flow of visitors linked to the promotional work of the Battlefield Museum. In recent years the events run by the Centre have been an important aspect of engaging local people. Other local attractions such as Twycross Zoo also have a role in driving visitor numbers. The site is also very accessible and has a well established brand from a national perspective. The real driver for the development of the sculpture trail and by inference this initiative, was the funeral cortege around the key sites associated with the battle connected with the re-burial of the remains of Richard III. Local people felt that it was important that the role of their settlements should be further remembered and celebrated rather than through just one event. There is real scope to involve local young people more in the Bosworth story and this is an important aspect of the focus of the work.

How will the use and interpretation of the story using materials in storage and the new materials developed by the artists for Inspiring Bosworth have an impact on enhancing interest and engagement? – the development of a friends group linked to the initiative is really important as it is building local engagement and will be part of the longer term sustainability strategy for the sculpture trail. The programme will build on things that already happen like Market Bosworth festival and community activities. It will widen engagement for local people. It will have a potentially potent impact in the local schools. It will enhance the schools curriculum. The creative element of the programme is key to unlocking people's imagination and enthusiasm for the initiative and more importantly for the Bosworth story as a key element of where they live.

Will the Inspiring Bosworth activities have an impact on creating wider linkages between these localities and the Bosworth story? – The Richard III story needs a new angle and a reason to get it back into the international spotlight and this project gives the local communities something that meets their original challenge to build on the impact of the cortege. There is already a sense in some local circles of the contemporary importance of the battle but it is not possible at this stage to gauge how widely distributed across the whole geography this is with local people. This programme will definitely widen people's knowledge of the place – although some people may question the cost of the programme. Tourism STEAM data figures from the period of the re-interment in 2015 show a growth in interest in the area, which could be linked to a raised awareness of the Bosworth story. The Bosworth Conservation Management Plan identified a strong sense of identity linked to the Battlefield and its sense of place.

How will these activities might link with the bigger plans for the development of the sculpture trail and what impact might they have on it? – Inspiring Bosworth starts the process of the buy-in to the bigger sculpture trail project. The project has an aspiration that the local history component of local schools will be positively affected by its work This will feed into local ownership and enthusiasm for the overall sculpture trail. There are health outcome linkages associated with the initiative in terms of the encouragement of physical exercise associated with the sculptures. There is also scope for beneficial business impacts and local business associations have been very positive about the initiative. A rudimentary mapping exercise by Heather Broughton has identified over 20 local businesses, in the immediate locale of Bosworth, which have the scope to benefit directly from project. See Annex 1.

Other Points – the scale of the project ambition is important and when it is complete it should lead to a significant increase in the level of interest and involvement with Bosworth from the international tier downwards. The local authority and parishes have been very positive and

financially supportive of the initiative. Inspiring Bosworth will create an evidence base for the interpretation of the sculpture trail, particularly in relation to the engagement of younger people.

OVERVIEW OF LECTURER COMMENTS

Local thinking and input to this commission – all lecturers were aware of the potential impact they could have on local engagement and consciousness. In all cases they had a well established status and recognition as experts in their subject areas and this clearly played into their ability to attract an audience. The opportunity to become engaged in handling artefacts was very important in driving footfall (almost exclusively local) to the first lecture. All the lecturers had a strong feeling for the localities they were working in and had taken account of local and contemporary issues in the planning and communication of their messages. A number of comments were made about the wider positive benefits planned for the work linked to outcomes such as health and well-being.

How much of your activities do you hope will feed into a wider engagement with and appreciation of the planned sculpture trail? - whilst each lecture was a stand alone event there was a clear sense of linkage, through the introductions and post lecture discussions of, the connections between the programme and the wider promotion of the sculpture trail. Two positive outcomes were discernable, both an enhanced sense of understanding of the wider Bosworth story and context learnt by those attending the events and the development of a wider local consciousness of the importance of the landscape in which the majority of the attendees live around the battle site.

The outcomes of the activities – those delivering the lectures had a sense that they had raised awareness and engagement of local people in the Bosworth story. In relation to the sculpture and landscape lectures, the fabric workshop and object handling session there was a strong conviction that those attending had become far more aware of linkages between landscape and history in their area and that this had been sufficiently profound to span a far wider time frame than Bosworth as a specific element of the landscape story. The Stoke Golding lecture had huge attendance of over 200 people. It generated a local choir performance and significant civic pride associating the settlement with Henry VII. There is a feeling that the project will have a positive and consolidating effect on the sustainability of established elements of the Bosworth infrastructure such as the Battlefield Visitor Centre.

How the experience affected the thinking of the lecturers – it is clear that all the lecturers were impressed by the enthusiasm and engagement arising from the lecture audience. One lecturer was so keen to support the development of the programme and subsequent sculpture trail that she reduced her fee for the lecture. There was a broad consensus from those interviewed that there is currently a stock of knowledge about Bosworth linked to a deep identification with place in some of the settlements associated with Inspiring Bosworth and the sculpture trail. There was also a view that this represented a head of steam, which could be further built on and developed. One of the lecturers identified that the project had the potential to be a trail blazer in terms of linking local people, landscape and history. At a wider level there was an acknowledgement that post 2015 this initiative does provide a platform to refresh wider perceptions of the Bosworth story and brand. There is a strong sense of continuity linking the landscape, which in some senses would not have looked that different 500 years ago, with important features such as the A47 and local churches playing a role in the story of the battle.

Materiality of Place – Two of the lecturers involved with the creative aspects of the programme identified, in relation to the creative aspects of their work, the planned sculpture trail and the fabric workshop that they had encountered significant “place” based enthusiasm from their audience/ participants. They reflected that the participation in their events demonstrated key elements of identification with the landscape, folklore and narratives associated with the Bosworth story. This reflects a latent consciousness amongst some local people, which built on the local pride and enthusiasm linked to the discovery of Richard III and the on-going evolution of his story.

LECTURE AUDIENCE RESPONSES

141 evaluation forms have been collected from the lectures. 51 of those attending identified that they would not have sought more information about the Bosworth story without these lectures. 69 of those attending identified that they had learned something new from the event(s), which they attended. Sample comments included:

- Excellent presentation and opportunity to handle artefacts.
- I feel I am part of local history.
- I know I live in such an historically significant area of the UK.
- Object handling gives a different perspective on history and makes it more real.
- The area has a huge range of history. It's a wonderful area to live.
- We are surrounded by history but it often needs well researched messages and exhibits to put it into perspective.
- The Bosworth story is an evolving narration.
- I think history does help me to reflect on my surroundings.
- I feel very proud of the volunteers bringing history and archaeology to us in an interesting and understandable way.
- It encourages one to reflect on the past of where one walks.
- It has helped me to understand the importance of landscape on history.
- It has increased my sense of the significance of the landscape in history.
- It was interesting to hear the speaker's views on what might have happened had the outcome of the battle been different.
- I find it incredible that such pivotal events happened in our tiny village.
- I am already fascinated by our area and feel fortunate to live here.
- Always had an interest in Richard iii since moving to Leicestershire 44 years ago.
- My interest is partly due to coming from the area.
- I feel a closer link to national history and a desire to learn more.
- Very proud of our local heritage.
- Im very proud to live in this area.
- Makes you think more about where you live.
- The area was always very special to me.

SCHOOL BATTLEFIELD VISIT EXPERIENCES

A total of 112 forms have been completed by pupils. 110 new facts about the battle from the perspective of the pupils were recorded. 124 new experiential areas of learning (knowledge relating to social history) from the perspective of the pupils were recorded. 91 of the 112 attendees rated the visit as excellent and 21 as good. No one rated the visit poor. Sample comments included:

- *Richard dies and is found in a car park.*
- *They dipped arrows in poo.*
- *A longbow is really heavy.*
- *When Richard was found he had no feet.*
- *The battle was not in Bosworth.*
- *How they stopped the war - by marrying one person off the other team.*
- *Stoke Golding because its where Lord Stanley's army camped and it where we live and we are so lucky that there could have been someone standing next to us while we write this over 500 years ago!*
- *I also discovered that the soldiers had a medieval handgun, although it was most likely to blow up in is face.*
- *That Richard's coffin was too small for him. He had a disease called scoliosis.*
- *Inn opposite John Lewis because Richard stayed there.*
- *Dadlington is important because that is actually where the battle happened.*
- *The path because it is where Richard galloped.*
- *The battle of Bosworth was also called the battle of Reedmore.*



SCHOOL PERSPECTIVE

Terena Moreton, speaking following a dialogue with her peers, identified that the Battlefield Centre tour was extremely well organised. She identified that learning outcomes were achieved in terms of the local history agenda of the school. She also identified that the involvement of the children had generated a wider awareness from their parents of the issues connected with the battle and supported therefore a wider community consciousness of the impact of the battle on the community.



BUSINESS / ORGANISATION VIEWS

Although the responses from local businesses/organisation were modest in number they provide a further useful source of information. Responses were consistent across the participants. They revealed that the Battle of Bosworth (excepting the Battlefield Visitor Centre where this is obviously the case) is a part of their customer offer.

All of the businesses/organisations see increasing awareness of the local events surrounding the battle as a helpful component in building their customer base. All of the businesses/organisations had some consciousness of Inspiring Bosworth as an initiative. Whilst the respondents didn't have systems in place to enable the impact of the programme on footfall to be assessed they all welcomed its development and were engaged/enthused by the opportunities to enhance their branding offer in the context of the implementation of the sculpture trail in due course.

SECTION THREE: PROCESS EVALUATION FINDINGS

Theory of Change – It has been a straightforward process to develop a theory of change from the Inspiring Bosworth Programme. This establishes it as a well thought through and cogent scheme of activity. It is clear that this theory of change has then informed a rational and well planned programme of interventions to build engagement with the local community. At the heart of the logic underpinning the approach taken is recognition of the need to keep the Richard III story fresh. The sculpture trail is the principal means of achieving this and Inspiring Bosworth is the process through which awareness of the trail has been raised. Discussion with members of the Steering Group for the sculpture trail has demonstrated a recognition of the opportunity to bolster local interest in the Bosworth story through the sculpture trail, building on the local enthusiasm engendered in the communities concerned, via Richard III's funeral cortege and re-interment in 2015.

Intervention Approach - The Inspiring Bosworth programme of activities recognises the multi-faceted impact of work with different groups in the community to engage all categories of individuals in the Bosworth story as a pre-cursor to the development of the Bosworth Sculpture trail. This has involved public lectures and work with schools, with a further opportunity for individuals to engage in a guided walk along the sculpture trail. ***The roll out of the activities arising from this process of programme planning represents an effective audience development plan in action.***

The use of story telling, artistic engagement and physical interaction with the Bosworth landscape and artefacts (through the guided walk, the school visits to the Battlefield Centre and through the Battlefield Object handling lecture) provide a ***“mixed economy”*** of methods for enthusing people about what is to come in terms of the sculpture trail. It is clear from discussions with those involved that their awareness of the sculpture trail has been raised. Work with schools and the resulting exhibition at the Battlefield Centre have raised the interests of parents and families more widely creating a local cascade effect arising from the involvement of the children concerned.

Individual members of the Steering Group established for the sculpture trail have supported the development of the Inspiring Bosworth in a range of ways from funding support to hosting and delivering elements of the lecture programme.

Social media, a dedicated website for the sculpture trail and word of mouth within communities have provided a range of means to engage people. The fact that participation in all aspects of the programme has significantly outstripped local targets demonstrates the effectiveness of the approach. ***All these aspects of the promotional process were referenced in the feedback collected from participants.***

Strategic Added Value – The recruitment of a lead officer with a deep immersion in the local community has provided credibility and contacts to the programme of activities. It has also brought local knowledge and insight representing the character and interests within the local community to the fore in the implementation of the programme. ***A significant number of participants in the lectures and the fabric workshop referenced the role of the lead officer as a key factor in their decision to participate in the programme. More powerful still has been the sense of pride and ownership stimulated by the lead officer which had encouraged a number of the volunteers and individuals such as the fabric artist to become directly involved in the evolution of the programme itself. This has involved them helping with the engagement of peers and with activities such as the planning of the exhibition.***

SECTION FOUR: IMPACT EVALUATION FINDINGS

The following targets were set out in the Heritage Lottery Fund application:

HERITAGE

- The Battle of Bosworth, the various stages of the final moments of the Battle and their links with the local places which feature, will be better known, understood, interpreted and explained to locals and visitors
- The material heritage currently in store will be more accessible
- A body of creative material and tangible record will be developed and designed by young people to inform the interpretation of the Bosworth 1485 Sculpture trail (which has a projected 50 year life span) and for local exhibitions and events

PEOPLE

- More people of all ages will learn about the heritage of their area, its national significance and its impact on their locality, in an interactive and enjoyable way
- Young people and community groups will have participated in heritage activities, in their classrooms, their community venues and churches
- Positive impacts on educational attainment targets in the classrooms, thus providing evidence of heritage learning for schools, inspections and future heritage projects

COMMUNITIES

- More visitors and increased numbers of tourists through the greater profile given to the Bosworth 1485 story will visit the area, the Bosworth Battlefield Heritage Centre, and potentially the attractions in Leicester
- Potential economic benefits for local pubs, shops and rural businesses
- Improved sense of identity and place through the research, discussions and fieldwork
- Increased interest in participating in heritage projects and involvement as volunteers

THE MAIN GROUPS OF PEOPLE TARGETED

- Young people aged between 8 and 16 attending schools in Market Bosworth, Stoke Golding and South Charnwood will be involved as part of their local history and other curriculum work. Around 3,000 young people attend these schools and a conservative estimate of numbers of students who will be involved in this project is around 200.
- 250 Members of the local communities, of all ages, both those currently involved in the two local history societies of Market Bosworth and Stoke Golding and the wider community members of Dadlington, Sutton Cheney, Stoke Golding and Market Bosworth will be encouraged to get involved, some of whom will be involved in heritage activity for the first time.

We have focused the impact assessment on both those areas where there is clear immediate evidence to substantiate an outcome and those areas where evidence can be used to infer future impacts.

PARTICIPATION

In terms of simple achievement of targets for the participation of young people and members of the community it is possible to clearly demonstrate that in both cases these have been overachieved. The details are set out below:

- *Take proactive measures to be inclusive, remove barriers to and access and reach new diverse audiences through the delivery of this project.* The project has reached out to all members of the 'catchment' communities. The project has also included a primary school in the South Charnwood area who would not have normally been included as a 'catchment' school in the Battlefield Landscape. Additionally, Inspiring Bosworth has worked with a group of Gifted and Talented children from St. Margaret's School in Stoke Golding, to further engage them and give them the opportunity to stretch their learning. Inspiring Bosworth also included a group of 7 A-Level students who would not normally have been involved in the project. The project has been open and inclusive to anyone who wishes to take part including those with a disability. Inspiring Bosworth has attracted participants from outside of the 'catchment communities' including areas such as Ibstock and Higham on the Hill.
- *Work with at least 200 young people and 250 people from the communities of Stoke Golding, Dadlington, Sutton Cheney and Market Bosworth and engage them in the history of the Battle of Bosworth.* The project engaged with 333 young people through school's engagements versus a target of 200. Inspiring Bosworth engaged with 465 people from the community, versus a target of 250.
- *Coordinate a program of talks and visits to six key sites across the wider Bosworth Landscape.* The programme of talks and activities has taken place across the key sites. These include: trips to the Bosworth Battlefield Heritage Centre and a community finds handling session there, a lecture in Sutton Cheney and one at Stoke Golding and Dadlington, a programme of events at Market Bosworth and a guided walk which will visit several of the key locations. Schools from Market Bosworth and Stoke Golding have also been involved, both of which have a catchment area, which includes some of the key locations.

Participation is broken down in the table below:

Event	Engagement Number
Finds handling at the Battlefield Centre with Richard Knox.	23
Medieval Leicestershire lecture at Sutton Cheney Church with Dr Katie Bridger.	35
Richard III, The man behind the myth lecture at Dadlington village hall with Eddie Smallwood.	27
Henry VII lecture at Stoke Golding church with Professor Steven Gunn from Oxford University.	174
Sculpture lecture at Market Bosworth Library with Dr Anthony McIntosh from Art UK.	40
Richard III lecture with Dr Michael Jones at St Peter's Primary School Market Bosworth.	90
Community textile creative activity with artist Jacqui Gallon.	56
Guided landscape walk with Eddie Smallwood.	10



School	Involvement	Total engagement number*
St Peter's Primary, Market Bosworth	Two year groups of children visited the Battlefield Centre and worked on illuminated manuscript artwork relating to the Sutton Cheney sculpture theme and the Printing Press activity relating to the Market Bosworth sculpture.	62
Dixie Grammar Junior School Market Bosworth	A year group of children visited the Battlefield Centre and worked on creative writing and video work relating to the Fenn Lanes sculpture.	110
St Margaret's Primary School, Stoke Golding	A year group of children and a group of gifted and talented children visited the Battlefield Centre. One group created medieval tiles thinking about the theme of the Dadlington sculpture and the other created a large glass piece focused on the theme of the Battlefield Centre sculpture.	50
Richard Hill Primary School, South Charnwood	A class (split across two year groups) visited the Battlefield Centre and then created a story telling chandelier based on the themes from the sculpture trail.	23
The Dixie Senior School, Market Bosworth	A year group of children visited the Battlefield Centre along with 7 A level students.	55
St Martin's High School, Stoke Golding	A group of students specifically interested in art, helped to design and create a mosaic piece based on the theme of the sculpture in Stoke Golding and inspired by the design of the base of the sculpture.	35

*Not all children who participated in the creative activities visited the Battlefield Centre. 210 out of 333 children involved visited the centre.

- **Recruit curators and professional artists to deliver object handling sessions and support participants to create works of art in response.** The project has recruited professional artists and curators to deliver lectures and object handling sessions in the community. The programme has consisted of 5 lectures, a finds handling session, a guided walk and a community creative textile activity over 4 days. The piece was created in response to the whole project and includes themes from the sculpture trail locations, the sculptures, the battle and the works of art produced by the children. The textile workshop drew in a wide range of participants including women, men, children and those with a disability. Participants from schools have had the opportunity to create works of art in response to their learning including medieval tiles, a chandelier, a mosaic, a stained-glass piece, printing press work, illuminated manuscripts and creative writing / video work. All creative outputs are linked to a theme from the sculpture trail. Young people have also worked with professional curators during trips to the Bosworth Battlefield Heritage Centre.
- **Showcase the artwork in local exhibitions and use it to influence the design of the Bosworth Sculpture trail.** The projects outcomes are being showcased in an exhibition at the Battlefield Heritage Centre, which will be in place during February and March. The exhibition area of the centre is free to enter and will be available to anyone who wishes to visit it. The exhibition will display creative works, which could also be used as individual exhibition pieces before some of the pieces are returned to schools. The Market Bosworth library have shown a keen interest in displaying the textile piece, for example.

The outcomes of the project will be shared with the artists involved in the designs of the sculptures and the project will also be represented online through the website. The project will be used to help develop the interpretation boards for the sculpture trail.

The Exhibition will be open to the public from Tuesday 4th February and has been offered an extended opening until May 25th instead of the end of March.

WIDER OUTCOMES

We have collected 112 forms from school children and 141 forms from those attending the lectures which along with our direct participation in a number of the events give us a strong base on which to assess the wider range of outcomes achieved.

All three *heritage* outcomes have been achieved namely:

A better understanding of Bosworth by local and visitors – as evidenced by the scale of participation of local people and visitors in the programme and the significant range of reported learning recorded on the evaluation forms.

The material heritage in store will be more accessible – the battlefield object handling session and the engagement of the schools parties in visits to the Battlefield Centre have provided new outlets for the sharing of this material.

A body of creative material and tangible record will be developed – the materials developed in this context have been extensive covering ceramic, mosaic and fabric pieces. They are currently on display to a wide audience of interested parties at the Battlefield Centre. All the outputs are

durable and capable of having a 50 year lifespan.

In relation to the **people** outcomes, the targets around learning and participation are clearly evidenced through the feedback forms collected for the events. The positive impact on school attainment targets cannot be substantiated directly. Evidence from the school evaluation forms provides strong indicative evidence that there has been a positive impact on attainment namely:

- 110 new facts about the battle from the perspective of the pupils were recorded.
- 124 new experiential areas of learning (knowledge relating to social history) from the perspective of the pupils were recorded.
- 91 of the 112 attendees rated the visit as excellent and 21 as good. No one rated the visit poor.

The **community** outcomes are the most difficult to evidence. An increase in visitors can be evidenced in terms of the short term impact of the events themselves. In relation to the longer term effect of Inspiring Bosworth as a factor in increasing the number of visitors a more detailed longitudinal approach would be required to evidence this. It is also too early to judge the impact on local businesses, however our simple engagement with 6 businesses/organisations in the local area with a heritage focus indicates that they predict the programme may have a positive impact on their business. It is also too early to measure the long term impact in relation to volunteering arising from the programme. It is clear however that a significant amount of interest has been generated in Battlefield Centre locally. It is also clear in relation to the fabric workshops, which involved for some individuals very long dedicated hours of participation that the initiative has raised the interests of a range of people in on-going involvement in the interpretation of the Bosworth story.

Perhaps the most exciting and potentially enduring impact of the programme, from a community perspective has been its ability to release a very significant identification with place through the lens of local history. This has been given a physical form through the artistic components of the programme, which involve making things. The process of transferring the sensory experience of place into tangible objects prefigures the development of the sculpture trail itself and in technical and artistic terms can be characterised as linked to the materiality of place as a concept.

There is significant witness testimony in the feedback forms completed by the Inspiring Bosworth participants to substantiate this impact. Three examples of the depth of identification aroused in relation to an enhanced identification with the area through the programme are set out below:

“I feel a closer link to national history and a desire to learn more.”

“Stoke Golding because its where Lord Stanley’s army camped and it where we live and we are so lucky that there could have been someone standing next to us while we write this over 500 years ago!”

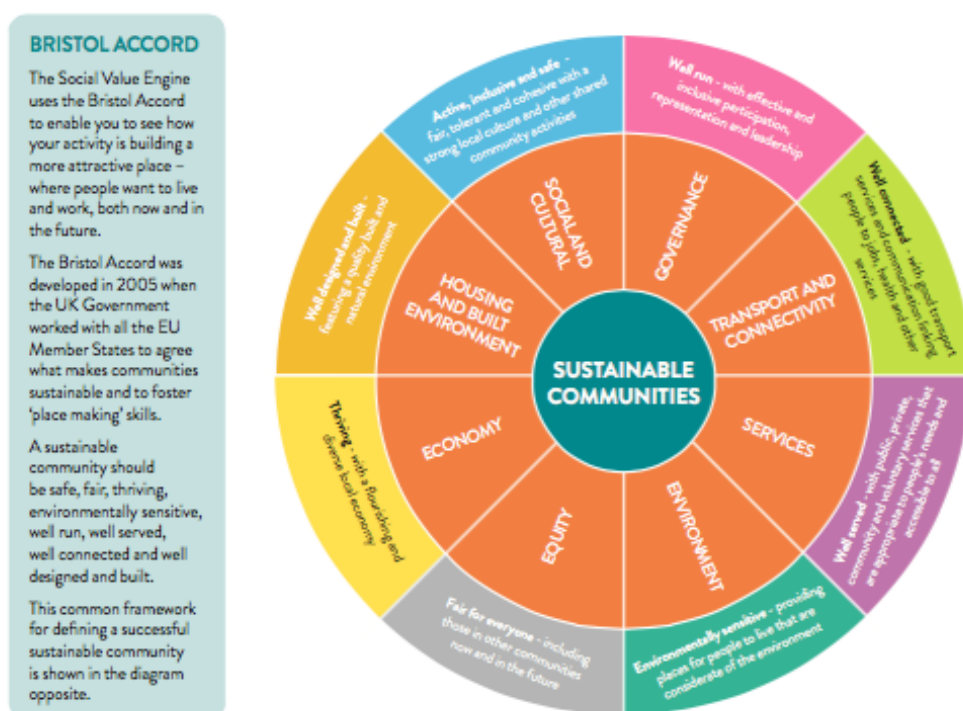
“I feel I am part of local history.”

SOCIAL RETURN ON INVESTMENT

In addition to the above outcome analysis we have undertaken an analysis of the social return on investment delivered by the Inspiring Bosworth programme. Social Return on Investment is acknowledged in HM Treasury Green Book as an effective means of assessing impact.

The SROI process involves identifying a financial proxy for an outcome, which enables a value to be ascribed to the impact it has delivered. Rose Regeneration uses the Social Value Engine (a tool which has been accredited by Social Value UK) to calculate SROI. The Social Value Engine contains over 200 financial proxies, which can be used to quantify the value of an outcome. Each outcome is referenced against one of the eight domains in the Bristol Accord, which is a means of assessing the relative sustainability of a place. This means that when the social values of an intervention are calculated they can be described not just in terms of a financial value but also in terms of their impact on the relative sustainability of the community in which they are located.

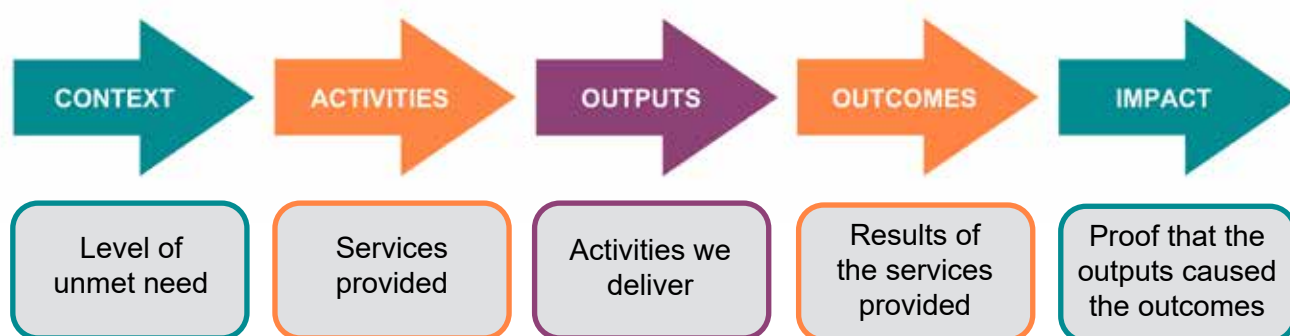
The diagram below explains the origins of the Bristol Accord and the way it defines a sustainable community:



The assessment of social impact must follow a number of simple steps these are:

- Establishing the scope of the analysis – the project activities and geographical area covered.
- Working with those who have been involved to make sure that the assumptions made have been agreed by everyone.
- Evidencing the outcomes and the value - through data and information collected during the programme.
- Taking account of factors that influence the intensity of the project outcomes (e.g. what might have happened anyway?)
- Calculating the Social Return on Investment (SROI) by dividing the value of the outcomes by the cost of delivering them.
- Reporting the findings.

We visualize the process of following the Green Book methodology in this context as per the diagram below:



We have collated evidence through direct discussions with beneficiaries and the collection of monitoring forms to enable us to follow this process of assessment. We describe the factors in step 4 above as deflators. The five deflators are:

Leakage - How much of an outcome might have delivered an impact outside of the area you intended. This is not directly ascribed as a material measurement criteria in the Green Book, we feel however that because place based measures of impact are often reported to organisations with a specific territorial focus it is useful to have a measure of the geographical span of the impact achieved.

Deadweight - How much of the outcome might have been achieved without intervention.

Attribution - What proportion of an outcome might be attributed to others because their activity contributed to it.

Drop-Off - What proportion of the outcome will diminish over time.

Displacement - An assessment of how much of the outcome has displaced other outcomes.

INSPIRING BOSWORTH EVALUATION

Two other key tests, which need to be applied following community consultation are important in coming to an assessment of impact. These are:

Materiality – which involves forming a judgement about how important in relative terms each impact identified is and choosing to measure only those impacts, which have made a material difference.

Sensitivity – considering the range of impacts identified and choosing to include only those which effectively cover the achievements of the programme, removing very small impacts and adjusting the reporting of results to isolate out any impacts which are disproportionately large compared to the other impacts identified.



We identified the outcomes set out in the table below. The logic underpinning the application of deflators to each is explained below the table. The final column provides a hyperlink to the source of the financial proxy:

Output	Outcome (Bristol Accord Domain)	Financial Proxy	Unit Cost £	Units	Impact (Current Year)	Source
Arts Programme	1a. improved well-being through cultural, recreational and sports activities	Value of engagement in crafts	95.67	120	5,166	https://www.socialvalueengine.com/calculator/Quantifying_and_valuing_the_wellbeing_impacts_of_sport_and_culture.pdf
School Children Learning	7f. learning/ participation	Average cost per hour of private gcse school tuition £ mid range	28.15	1,320 hours	16,721	http://socialvalueengine.com/calculator/Tuition%20Rates%20for%20Tutors.pdf
Participation in the Lecture Programme	1a. improved well-being through cultural, recreational and sports activities	Average day spend of a tourist	35	465	4,746	https://www.visitbritain.org/sites/default/files/vb-corporate/260139488_-_kantar_tns_-_gb-dvs_2017_annual_report_v8.pdf
Sense of Place	1c. improved social inclusion and access to community resources	Value ascribed to living in a good place	1,112	94	35,017	http://socialvalueengine.com/calculator/Value%20for%20Money%20Statement%20%E2%80%93%202014.pdf
Sense of Belonging	1c. improved social inclusion and access to community resources	Value to an individual (aged 25-49) of feeling like they belong in their neighbourhood.	10,590	47	166,740	http://socialvalueengine.com/calculator/Value%20for%20Money%20Statement%20%E2%80%93%202014.pdf

Arts Programme – we have based the participation numbers on the school children involved in the creative arts programmes run in the schools. We have applied two deflators: deadweight assuming 10% of participants might have got involved in a similar activity without the encouragement of their schools and attribution of 50% assuming that half the experience of participants should be ascribed to the school agreeing to participate in the programme and the other 50% to Inspiring Bosworth for organising the programme.

School Children Learning – we have based this figure on 4 hours per school session and assumed 200 children participating. This leads to 800 hours. We have applied two deflators deadweight assuming 10% of participants might have got involved in a similar activity without the encouragement of their schools and attribution of 50% assuming that half the experience of participants should be ascribed to the school agreeing to participate in the programme and the other 50% to Inspiring Bosworth for organising the programme.

Participation in the Lecture Programme – we have based this figure on the number of participants in the lecture programme. We have made an assumption that 10% of participants will have come from outside of the area. We have based the 69% deadweight figure on the number of participants indicating they would have found more out about the subject without the programme. We have allowed 10% for attribution to reflect the involvement of third parties in the facilitation of the events.

We have assessed the input costs for the programme based on the Heritage Lottery Fund Grant and the grant from the Dixie Foundation that the input costs for the programme are £40,900. Taking account of the values identified and applying the deflators we are able to derive a social return on investment on the basis of the process set out below:

Present Value (PV)	£220,666.18
Net Present Value	£179,766.18
The Social Return Is:	£5.40 for every £1 invested

- This Social Return of £5.40 for each £1 invested in a creditable social return on investment for a programme of the size and scale of Inspiring Bosworth.
- In terms of impact on place (using the Bristol Accord domains by way of categorisation) the programme has delivered: £211,668 of social value in terms of Active Inclusive and Safe and £16,721 of social value in terms of Thriving.

SECTION FIVE: ECONOMIC EVALUATION FINDINGS

Economic evaluation comprises two areas of consideration. Firstly an assessment of the efficiency with which the programme has delivered its outputs and secondly an assessment of value for money usually based on a consideration of unit costs.

In terms of delivery to profile, the programme has exceeded its targets. This is something of a stand alone endeavour and therefore there are practical limitations in terms of seeking to compare its ability to deliver to profile with other similar programmes. It is perhaps adequate to note that it has delivered all its outputs to profile (with the need to delay only the Battlefield Walk due to adverse weather conditions) and that it has over delivered in relation to its overall planned profile of activity.

In terms of unit costs the relatively unique nature of the programme again makes direct comparison difficult. A simple division of the number of beneficiaries by the cost of delivery suggests 795 participants divided by £40,990, which works out at a unit cost of £51.37 per participant.



APPENDIX ONE

Town Map

